

# Grade7 Writing

Released Items
Winter 2002

### DAY 1 DAY 1 DAY 1

#### WRITING ABOUT THE TOPIC:

Sometimes people need advice to help them make a difficult choice or face a difficult decision. At other times, words of advice might encourage or motivate people. Write about giving advice or encouragement to others.

You might, for example, do one of the following:

write about advice or encouragement you would give someone younger than you

OR

describe a time when someone should have listened to advice from others

OR

show how words of advice or encouragement from someone older have really helped you

OR

describe a time when advice might not be appreciated

OR

tell about a time when advice really motivated you or someone else

OR

write about the topic in your own way.

You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

You may use this area and the following pages for freewriting, clustering, outlining, webbing, listing, etc. When you are ready, begin your draft.

# DAY 2 DAY 2 DAY 2

#### REVISING AND POLISHING

#### REVIEW OF WRITING

#### **DIRECTIONS:**

Use the following checklists as you revise and proofread the piece you have written. Any writing you want scored must start on page 3 in your *Final Copy Answer Booklet*. No additional paper will be scored. Do not use correction fluid. If you make an error, cross it out, and write your correction above or next to it.

#### CHECKLIST FOR REVISION:

- Do I have a clear central idea that connects to the topic?
- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

#### CHECKLIST FOR POLISHING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

## Holistic Scorepoint Descriptions Grade 7

Here is an explanation of what readers think about as they score your writing.

- The central idea is clear and focused, and the writer uses creative, insightful detail. The organization helps unify the piece, and moves the reader easily through the text. The voice of the writer comes through in the rich and precise word choice and effective use of varied sentence structure. The text demonstrates varied use of standard writing conventions with few errors.
- The central idea is clear and focused, and the writer adds basic detail. Overall organization is apparent but may be too obviously structured; there may be extraneous detail which interferes with unity. The writing demonstrates varied sentence structure as well as appropriate word choices, including some engaging vocabulary. Surface feature errors may occasionally distract the reader, but they do not interfere with understanding.
- The central idea is somewhat developed and the writer includes some detail. However, focus may shift and some details may be extraneous. An attempt at organization is apparent although ideas may lack a sense of wholeness. Vocabulary is limited or inappropriate to the task; sentence structure may be simple. Surface feature errors make understanding difficult.
- The writing may show little or no development of a central idea, or may be too limited in length to demonstrate proficiency. Organization may be lacking or may seem arbitrary. Vocabulary is limited; sentences may be choppy, incomplete, or rambling. Numerous surface feature errors may severely interfere with understanding.

Not ratable if:

off topic

illegible

written in a language other than English

blank/refused to respond

I get encouragment when I'm Wreatling. People on my team

**Score Point: 1** 

This response shows no development of a central idea. It is too limited in length to demonstrate proficiency.

I was giving advice to a reenager Namez
R. He was a Lond month, so I gave him advice or
it aid NOT WOLK, ON the bug T told him This, at
Least Igot a Gilffield "They a fax one! R
Least I got a Giriffierd." Then a fax one! R Sold. Then I sod, well R if you keep your
Month shut then you can get a dir but if
you sont then I gess you will be workey
So he disht keep his mouth shoul see R
trats what I mean KEEP your mouth
Shut Dymoney, so he did intell the Nex
Morning. He had it wide ofen, so I d'init se
a vold so I valf to keep giving nim advise
inter he stops.
••

#### **Score Point: 1**

This response has some development through the use of dialogue. The story progresses, but there are gaps that cause confusion as the writer jumps from one event to another (didn't keep his mouth shut...See R that's what I mean).

Incurragement means som thing that en careges, trucher
Praise to encurage a Student Critisian Means an un facoras
Comentor Severe judgement of Feults Positive Criticisim
mean the Coment or advice of a Favorable Critic Acritic is
aperum whose ocupation is to form or with such Judgemands.
Well one day I was wanthing trainision when my brother
Came into the Den Even when my Parents toldhim
notto, he picked up my report card, Even though I had
gotten good grades he started to criticies me. My parents
gave me en corage ment, but mbrother keptatit Tyras
upin my room when he bust in And Starts harrying me
I + was Kind of unoxing be cause I hat to Finish reading but
I did not Stray From my reading. And when my brother
got Criticisin for Some reson Tallways Stick by Forhim
I think that encourage ment helps when your disc-
urayed. And when some one criticises you stick it out with
help for en conveyenent.

#### **Score Point: 1**

This high "1" response has some development of a central idea; however, the progression of events is unclear (watching TV, brother comes in, brother busts in, I was reading). The sudden focus shift at the end to an explanation of how the writer sticks up for the brother and how encouragement is helpful also weakens the response.

Friday after School my dad told me that I could get ener kind of dog I wont to but I didn't know what kind OF dog to get SO I asked some of my Fring's to help me Pick one out OF the dog Pound we were discossing if I should get a Pite bell or a down mashon I was all read thinking to my self get a Pite bull so I did. so after we lett From the dog Pound we went to the Pet Stor. So we could get dog, Food, a leasn, and torres, and then when we LEFT From the Pet Stor we whent home and I named her Princes. So me

and Princes whent For a wark and every body

was giving computent about my dog. IF I vidint

have my Friend with me I would not have Princes.

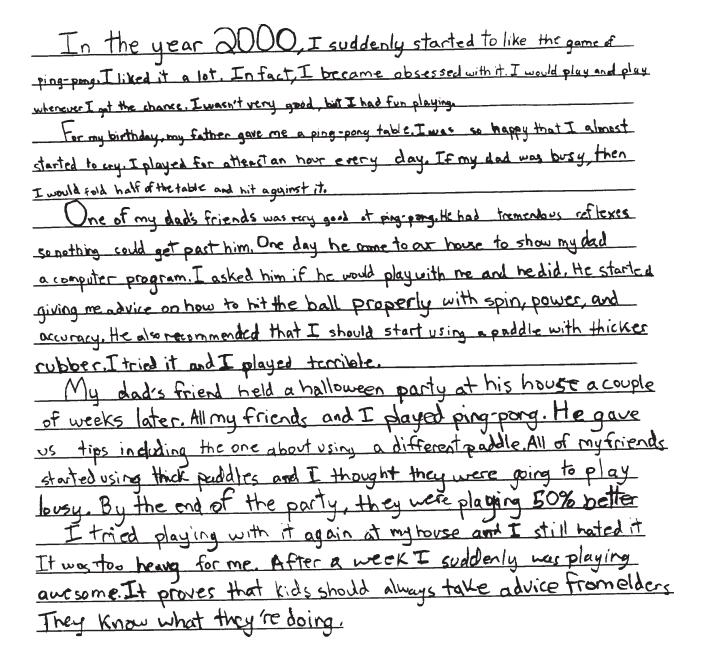
#### **Score Point: 2**

This low "2" response is a complete story. Although there are few details and multiple surface error features, there are no gaps and the story progresses smoothly from beginning to end. The internal dialogue (thought to myself get a pitbull) and the effective close help to move this response into the "2" score point range.

ONE DAY MY UNCLE D TOOK MY AND ME TO THE STORE AND ON ARE WAY HE SAID I HOPE YOU I DON'T SMOKE BECAUSE IT IS BAD FOR YOU. HE STARTED TELLING US WHAT IT CAN DO TO US HE SAID IT CAN BLACKIN YOUR LUNG IT CAN MESS UP YOUR HEART, IT CAN TAKE YOUR VOICE AWAYSO YOU MAUE TO TALK LIKE A ROBOT. HE TOLD US DONT EVEN BE AROUND PEOPLE THAT SMOKE BECRUSE YOU WOULD START LIKETING IT HE SAID HAND SMOKE IS BAD IF ONE OF YOUR FRIENDS SAY SMOKE SAY NO THEN I SAID IF NO THEY ARE GOING TO SAY YOU ARE A LIL PUNK BECAUSE YOU DON'T WAR THEN SAY SMOKEING IS BAD IT CAN MARK YOU FOR LIFE THAT SMOKE THEV OF LUNKS CANCER YOU DON'T WANT DIE, THEN SAY INO TO DRUCIS, YOU ARE PROBLEM SMOKEING TO FIT

#### Score Point: 2

This response, although sparse, is somewhat developed. It is a complete explanation with specific details. There are no gaps and the use of transitional devices helps move the reader through the response.



#### **Score Point: 2**

This high "2" response is somewhat developed. It is a complete story that progresses logically from beginning to end. The specific detail provided throughout the narrative enhances the response. However, the writer seems to race to closure. More even development is needed for a higher score.

advice and encouragement is like baby they sometimes it May make sick, I times them time when my grades remember a can of class Were in bit Slump. I Was a a frustrated lef+ and I wanted very remember dad alone. I MY Coming UP to mu grade room explaining 10 me that inexcusable, and something had him about told done. frustration my be told he that could me and he see chuld he do. He would if see he help meetina my teacher problem. class because also thought hated the DUT teacher Was bad tpacher. I thought he was 0 favoured girls, and hated. boys. I idon't know why. it but me that was seemed I that favorite student. And was okay, considering favorite he Was least teacher. Anyway the deal was that I was study hall" (if that was you would call what lunch with and MI teacher talk about the material

class. So learning in 12:00 at sharp the lunch line buying lunch and MY teacher's 12.05 was sitting in room arades. of told discussing mu the me improve the would en d 10 avarter Once class. couldn't the leave heard but to cry. Then help math told my teacher some thing will that I me hever lose give told should me never theh What beleived in in. truely of his seat and walted out out 90 t door. This bit what of I needa phcouragement was

Soon grades best the the were the Was honor on roll teacher. that all my Math gare bit long of went en coura gement that clearly So encouragement and advice are both wanted wanted hot in an d all depends en and person thev avess mood

#### **Score Point: 3**

This response is focused and is evenly developed with basic detail. There is a clear narrative progression. Although the vocabulary is not particularly engaging, it is appropriate.

"Waw! I an't believe it! My very own playstation 2. Thanks man, you're the
best,"
Been, been, been, been,
"Sowo or book already? Oh well, perhaps my dream of getting a playstation 2
will comeday become a reality."
Ever since the new game consule, playstation 2, had come out, I know that
I would do anything to get my hardson one of these amazing systems. But let's be
serieous, what can an eleven-year old possibly do to make three-hundred
dolbrs? I then decided to go to my man for advice, and what did she tell me? She
said the obvious mother answershe told me to get a job. I thought a bout it, and
I realized that getting a job wouldn't be that bad, so I decided to become a
be byeither. Mostly formy bother or some of the neighbors on my street. But it
wasn't as easy as I thought it was going to be It governe a bit of a suprise
one the kids started aging and throwing temper tantoms. Dispite this, the
money was good and to me, that was all that mattered. Within about 4 months.
I was only about 50 dollars from my broad new playstation 2. To
celebrate this great achievement. I decided to goup the road to M
Phomocy. It sold about all the different types of county that you
could imagine. The second I spend the door I soulit, just king thereon
the pharmacy floor, my key to hours of virtual fun, a fifty dollar bill I
couldn't believe it just fing there with what looked like a hab around it.
I picked it up and it was at that time in which I decided wether to keep the
money or turn it in Amillion thoughts kept shooting through my head But
the only thing I could remeber up a my man telling me that if something
•

like this were to hoppen, then I should two the money in. So I decided to take my man's extrict advice and turn the money in. I guess it was back to screaming babies if I wanted that ps 2. A week later I got a call from M. saying that since rounce had alaimed themorey, I could beep it.

I was astoniahed, my dream had some true!

#### **Score Point: 3**

This response is clear and focused. It is evenly developed with specific details. The sentence structure is varied and the writing is engaging.

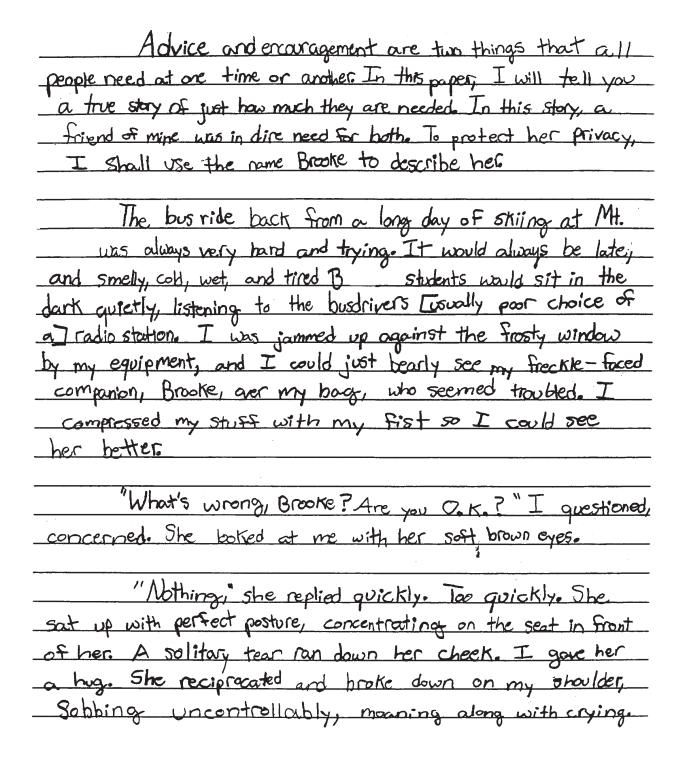
Sometimes I wonder what my life would be like if I wasn't bandicapped would I be able to feel the freedom of stretching art my leas, or conquering the things, that in my mind, were the goals of life? I go through each day being criticized, treated differently, and not knowing what it would ever be like to walk with ease. These problems in my life are caused by two words, "muscular aystrophy". when I was born my family had to go through the pain of being told there was something wrong with their baby the doctor told them about the disease I possessed and about the problems they usuld have to witness I was diagnosed with muscular dystrophy which would wear away my muscles, until they were gone From the time I was three, I began to have trouble walking My pavents purchased me a walker, only to overlook the fact that it would get so much worse As I got older, I coulant play tag with the other kids, or have the joy of being able to walk the day I was "special" and because of that, I was restricted from all of life's experience Now my pavents have accepted my problem, being the fact that this horrible disease literally at away my muscle, my strength My older sister, L, always understood what I was going through, even though she wash't sick like me But after all this pain, something helped ME

to accept my problem and to be proud that I was overcoming an obstacle, that no one could fix. It was a little advice from someone that was dear to me! can you imagine your whole life being the center of attention and were a little bindle of juy comes and took it away? My sister be came a snadow and put up with everything life handed here she still loved me even though her love uses taken away so long ago. on December 3rd of last year I recieved a transplant to support me, and to improve my condition. was so afraid I was going to die although I had admitted three before. This time was different, Like the 3 times before she was sitting next to my bed sovering my hand as tight as she could with her eyes shot telling god to make everything go alright, when she looked at me I saw this glimmer in her eyes as it she was scared for me too she should what some might call unconditional love that day 1 told me something that boundly annoyed my life She said to me," no matter how wang you live, or how long you love, we, your family will always be here" As cheesy as it sounds, it made sonse All my life I that thought all the attention and love I recieved was for pity. But in reality, the perspective ! hadn't seen from they were only trying to love me. Today at 13, I look back and realize how much my life has turned around The transplant I got helped,

and I am beginning intense therapy, physical of course, to regain my strength, and to even one day, walk I see now that it only took one person to change the lite of another, and faith and trave love conscive someone Iknow this because it saved me

#### **Score Point: 3**

This very high "3" response is well-developed and focused. The word choice is appropriate and there is some engaging vocabulary. However, there are places where the meaning is not clear (my parents purchased me a walker only to overlook that it would get worse) and where the relevance to the story is not clear (the first paragraph on the second page).

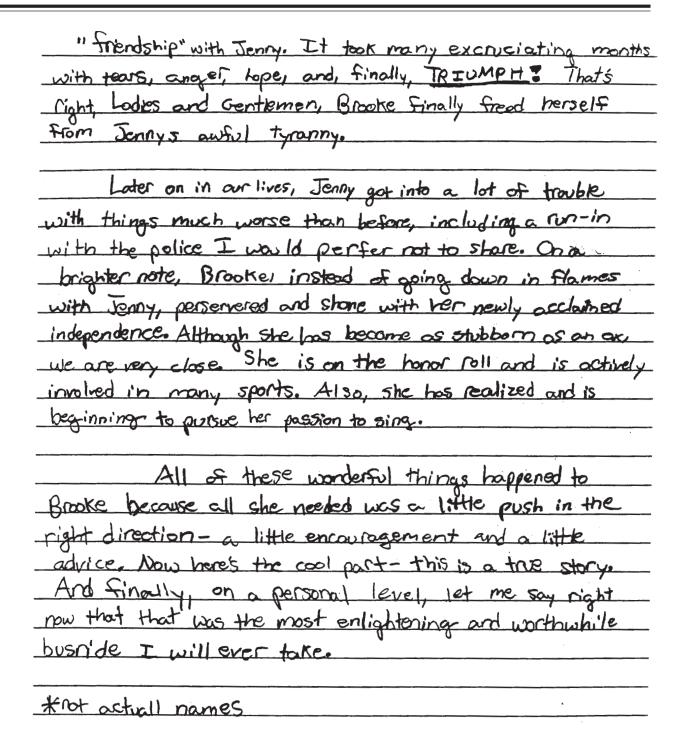


"Oh, Brooke, I southed "It's O.K., it's O.K..."

She Sniffled, requiring her composture. I scanned her face, Searching for any indication of what might be wrong. Then it hit me like a ton of bricks. "It's Jenny" isn't it?" I whispered. Brooke noted and whimpered, Sounding like a wounded puppy. Jenny was a girl at our school who called herself Brooke's friend and bullied and humiliated her to the point where it could be deemed abusive.

Brooke began to tell me about how Jenny had been termenting her even more lately, and how today Jenny had her little pempous gang of mindless ignorami to comer Brooker push her around (literally) and swear at her. I listened intently, blinking back tears. Who could ever want to hunt such a sweet and caring girl? Brooke could bearly utter the six was that would brook my heart: "I wish someone could like me."

I immediately sprang into action, encavoraging her, telling her faw people did like her, and she was too good to be hanging out with scum like Jenny and her evil gury, anyway. The listened for a while, and a small but very distinct smile fell across her lips. Then, the asked me what she should be about Jenny. Step by step, we analyzed the situation and decided on one ultimate plan of action: Brooke would sever her



#### **Score Point: 4**

This response is organized and controlled. The writer uses creative, insightful detail to develop the storyline. The voice of the writer is apparent.

It was mid-summer in the year 2001. Im not sure
what day exactly but it was going to be one of traobig
days of the year for me
BUZZZ. My alarm went off as six in the morning. I
got out of bed and looked out my window. It was still dark
out. I managed to see two dear raming around my
back yard looking for something to eas, ci Well, I better go
get ready " I told myself. It was about six thirty by the
time my mom and I got everything packed in the car.
"S, time to go. We need to be there at seven."
my mam yelled.
"Comang " I responded . " I had to get my show pad."
We were off to my first big horse show.
On the way there I saw so many things I had never
noticed before. There were cows, horses, pigs, and chickens on a
form I thought was abandoned. There were flocks of
birds flying over head, and to top it off the son was rising
it was so beautiful. Before I know it we were thereat
Equestrian Center.
I went out into the horse pasture to get my horse
CA . I brushed, saddled, and bridge
her She was ready.
At seven I had to shood or practice for the
Show later that day. I went into the flat ring which is
where you walk that and conter Everything seemed so fresh.

I could smell the pine trees, and the newly cut grass. Ofter
about ten minutes of warming up = had to go to the jumping
arene to jump to was great. CA and I jamped everything
perfect!
When I had Finished jumping I decided to give CA
a both. She had to be spectacular for the show. I
first hosed her down so she would be wet. Then canne
her Ravorite part the soap. She always had to play with
the bubbles. Then finally I hosed her down again to get
all the soap off.
I had to nurry to get the saddle and bridle on because
my first class was about to start. I hurried up to the
arens with my show cost, gloves, and helmet. I got on as fast
es T could.
It was my turn to go into the show ring. I was being
judged on the flat. "Walk please, all walk," the judge announced
to the other riders and me. Then we had to trot and canter.
Finally. "Line up in the conter with your back facing the
judge." she announced. "The results for class five. In first
place CB ridden and owned by S "
I was so suprised I got after This went
on for four more classes in a row. That was the best
day but there was still to morrow to come.
I woke up the next morning. It was the
some schedule as the day before It was once
again time for me to show. It was the first

class. I did horrible I had refusals, and I didn't
get my leads. This happened for four more classes
that day. It was my last class and I didn't want
to do it. It was a medal class the hardest classes you
can enter I asked one of my trainers I of I had
to do it
"Well, if you don't enter then we can't have the
class at all," he said. Then my other trainer M
came over
Tust try it and see "she said southingly "bill you
need to do is of up and look where you are going.
Don't warry about your leads or staying on course. Just
try your best."That was all the advise I needed.
I studied the course then entered the ring "I'm
going to go of course anyway so it doesn't really
matter "I thought outlowd
After the seven jump course I exited the ring,
and I even shayed on course since it was a medal class
I had to go back in, and do another course with
other tasks involved. It was abought ninety degrees
out but it felt like twenty It was time again
to go into the ring. Five jumps at a conter, then trot.
halt, then canter the last jump I did it, it was
perfect toll of the riders had to enter the ring for
the places. This time they started last and went to first

I was the only one left who had not been called Then "Infirst place CB", ridden and owned by S". The judge announced. I got a medal and a big ribbon for S. It was one of the best days of my life, and a little advise can really go a long way.

#### **Score Point: 4**

This response thoroughly develops this story. Although the language is not particularly rich and creative, the story progresses logically and smoothly from beginning to end. The wealth of detail and the tight control of the progression of events puts this response into the "4" score point range.

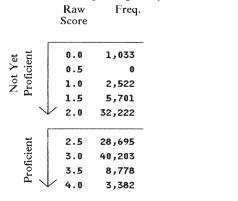
District: MICHIGAN DEPARTMENT OF TREASURY

School: PUBLIC SCHOOLS Codes: District- 99999

Run Date: 05/03/02

# Michigan Educational Assessment Program Grade 7 Writing Frequency Distribution Winter 2002

Writing Frequency Distribution



Total Number of Students: 122,536

A score of 0.0 through 2.0 is considered Not Yet Proficient.

A score of 2.5 through 4.0 is considered Proficient.

#### **Frequency Distribution of Comments**

Frequency		Comment
8,298	1:	This response lacks clarity and/or focus on the central idea.
15,100	2:	This response demonstrates limited control over sentence structure, vocabulary and/or conventions, making the paper awkward or difficult to understand.
35,477	3:	This response needs relevant details and examples to adequately develop the ideas and content.
10,708	4:	This response lacks coherent organization or direction, which may cause confusion for the reader.
28,763	5:	This response needs richer development of the central idea with some additional, relevant details and examples
		to get a higher score.
7,140	6:	This response needs tighter control of organization and/or the connections among ideas to get a higher score.
28,862	7:	This response needs more control of conventions, variation of the language and sentence structure, or stronger voice
		to get a higher score.
3,382	8:	This response earned the highest scorepoint of 4.
8,778	9:	This response represents a highly competent response.